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AUTHOR	Bunch, Carol; Barrax, Joan
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ABSTRACT

This three-year project at Shaw University (North Carolina), an historically black institution, was a dual enrollment project designed, first, to attract academically talented minority students to teacher education and, second, to motivate minority students to attend college. Over a three-year period, the college incentive program brought a total of 50 high school seniors from public schools in Wake County and surrounding counties in North Carolina to Shaw for two semesters (on Saturdays) and one summer of intensive study. Students who successfully completed the program earned approximately one semester of college credit. Students also received full financial aid and were placed in the honors program at Shaw if they completed the program with a B or better average and attended Shaw University. The program also provided participants with academic and support services such as tutoring and counseling. Project evaluation indicted that all participants completed high school, a vast majority completed the program, over 90 percent entered college, most of the students majored in teacher education, and more than 50 percent qualified for the honor roll at Shaw University. Appended are three letters from program participants. (DB)

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ED 415 754

College Incentive Program

Grantee Organization:
Shaw University
Office of Educational Grants
118 E. South Street
Raleigh, NC 27610

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Project Directors:
Carol Bunch
Office of Educational Grants
Shaw University
118 E. South Street
Raleigh, NC 27601

Joan Barrax
Office of Planning, Institutional Research and Effectiveness
Shaw University
118 E. South Street
Raleigh, NC 27601

FIPSE Program Officer: Dr. Helene Scher

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COLLEGE INCENTIVE PROGRAM

Summary

Shaw University developed a College Incentive Program primarily to attract academically talented minority students to teacher education. It had as a secondary purpose the motivation of minority students to attend college. For three years, the College Incentive Program brought high school seniors from the public schools in Wake County and surrounding counties to Shaw University for two semesters and one summer of intensive study, annually. These minority students began their college career while they were still enrolled in high school and earning their high school diploma. Students who completed the program successfully earned approximately one semester of college credit that counted toward their college degree. Students also received full financial aid and were placed in the honors program at Shaw University if they completed the program with a "B" or better average and attended Shaw University.

Carol Bunch (919) 546-8399
Joan Barrax (919) 546-8417/8418
Shaw University
118 E. South Street
Raleigh, N. C. 27601

Executive Summary

College Incentive Program
Shaw University
118 E. South Street
Raleigh, N. C. 27601
Carol Bunch (919) 546-8399
Joan Barrax (919) 546-8417/8418

Project Overview

The College Incentive Program was established at Shaw University in 1990 primarily in response to the decreasing number of minority teachers both in North Carolina and nationwide. Also, given the declining enrollment of minority students in college, the program was intended to provide an incentive to minority students to attend college.

The College Incentive Program was a dual enrollment project that allowed minority high school seniors with an above-average high school record to begin their college career while they were still enrolled in high school. The primary target group was seniors from the public schools in Wake County and the surrounding areas who had an interest in teacher education. However, minority students who were interested in other fields in which minorities were underrepresented, particularly mathematics and science, also participated in the program. The program served 50 students over a three-year period.

The program provided participants with academic and support services such as tutoring and counseling. Each year, enrollees attended classes on Saturdays during the academic year and daily for six weeks during the summer. The courses offered were "Orientation to College," "Introduction to Computers," "English Composition," "General Biology with Laboratory," and "Algebra and Trigonometry."

The major incentives that the program offered were an opportunity for students to start college early and a financial incentive. Students who completed the program earned approximately one semester of college credit that counted toward their college degree. Those who completed the program with a "B" or better grade point average received full financial aid from Shaw University, if they attended Shaw. They were also placed in the honors program. Students who did not attend Shaw transferred their credits to other institutions.

Purpose

The College Incentive Program was created primarily to address the critical shortage of qualified minority teachers. Its main purpose was to provide minority students with an incentive to attend college and to major in teacher education.

The dual enrollment, early admission feature of the program provided the safeguard of allowing students to complete their high school diploma and the incentive of getting them started early in a curriculum that could potentially take more than four years to complete. This latter factor stemmed from the content course requirements that all public and many private institutions in North Carolina have added to their teacher education curriculum.

Background and Origins

Shaw University is a coeducational, historically Black, private institution that was founded in 1865. It is located in Raleigh, North Carolina. The institution's enrollment is approximately 2,500 students. The university offers bachelor of arts, bachelor of science, and associate degrees.

Since 1878, Shaw University has been preparing educators. Shaw's long tradition of preparing teachers has fostered a climate that facilitated the establishment of the College Incentive Program. Before the existence of the program, Shaw University did not have a dual enrollment, early admissions policy. To support the program, the university established such a policy. That policy is being maintained at the institution, and students in teacher education and other fields are taking advantage of it.

The university provided support for the program in other ways. It furnished students with a stipend and gave them access to its facilities. Students were granted the same admission privileges, also, to all university events. Further, students who completed the program with a "B" or better average and who have attended the university have been given full, financial aid, and placed in the honors program.

The support of administrators, teachers, and counselors in the Wake and Durham County school systems also helped in the establishment of the program. Written support from superintendents helped the recruitment efforts of university personnel.

Project Description

The primary component of the project was academic. The planning strategy for the academic program was to introduce students to college-level work, prepare them for handling such work and, also, enhance their test-taking skills.

Course offerings were those typically included in the freshman curriculum at Shaw, except that syllabi and instruction were modified to place more emphasis on writing, critical thinking, and use of the computer across the curriculum. In appropriate courses, emphasis was also placed on discussion topics related to teacher education.

The "Orientation to College" and "Introduction to Computers" courses were offered during the fall semesters. The first course is a one credit-hour course that familiarized students with the skills needed for success in college, professional, and personal life. Emphasis was

placed in this course on teaching as a profession. The "Introduction to Computers" course was a three-credit hour course that provided students with the knowledge and experience to understand and use the microcomputer for school, home, professional, and small business tasks.

The English Composition course was offered for three credit hours during the spring semesters. This course emphasized writing as self-discovery. It also focused on strengthening students' reading and listening skills.

The biology and mathematics courses were offered during the summer sessions. Students earned four credit hours for the former and three credit hours for the latter course. The mathematics course taught college algebra and trigonometry, and the biology course provided students with a strong foundation in the fundamental principles of biology. Information on reducing mathematics and science anxiety was also stressed in these courses.

Peer-mentor tutors on work-study at the university provided students with tutoring.

Evaluation/Project Results

The project was successful because it achieved the majority of its anticipated short- and long-range outcomes as documented by records maintained by the project and the university's Office of Records and Registration. These records include high school transcripts, recommendations, progress and grade reports, recruitment and attendance records, official transcripts of students' college work, and follow-up questionnaire data.

Throughout the project, at least fifteen students were enrolled annually in the early admissions, dual enrollment program. All participants completed high school. A vast majority of the students completed the program and received official transcripts from the university. Over ninety percent of the students entered college. The majority of the students majored in teacher education. More than 50 percent of the program completers qualified for the honor roll at Shaw University.

Summary and Conclusions

The need persists to motivate minority students to attend college and major in teacher education. Fields that offer the potential of more financial reward are proving more attractive to students than teaching. In North Carolina and nationwide, minority teachers are leaving the field, given the more lucrative and prestigious alternatives available to minorities today. The result is that Black students are encountering fewer and fewer role models in the schools to inspire them. The College Incentive Program gave Shaw University the opportunity to motivate 50 minority students to go on to college, strengthen their preparation for college, and direct the majority of them towards teaching as a career.

COLLEGE INCENTIVE PROGRAM

Project Overview

The College Incentive Program was established at Shaw University in 1990 primarily in response to the decreasing number of minority teachers both in North Carolina and nationwide. Also, given the declining enrollment of minority students in college, the program was intended to provide an incentive to minority students to attend college.

There has been a steady decline in the number of Black students majoring in teacher education both in North Carolina and across the nation. Minority students, who now have more alternatives available to them, are being drawn to other fields with more lucrative potential. Meanwhile, the number of minority teachers who are leaving the field has been increasing. Further, in North Carolina, a second area of concentration has been added to the teacher education curriculum in public colleges and universities. Many private institutions such as Shaw University, in an effort to strengthen the curriculum, have also adopted this practice. This modification in the curriculum has the potential of prolonging teacher education students' residence in college, thus making the major even more unattractive to minority students.

Taking all of the above factors into consideration, Shaw University proposed the establishment of the College Incentive Program as an early admission, dual enrollment program that allowed minority high school seniors with an above-average high school record to get a headstart on their college career while they were still enrolled in high school. The primary target group was seniors who had an interest in teacher education. However, minority students who were interested in other fields in which minorities were underrepresented, particularly

mathematics and science, were also enrolled in the program. The program was funded to serve 45 students over a three-year period. Due to student interest, it served 49. Students were recruited primarily from the public schools in Wake County and surrounding areas.

The program provided participants with academic and support services such as tutoring and counseling. Each year, enrolles attended classes on Saturdays during the academic year and daily for six weeks during the summer. The courses offered were "Orientation to College," "Introduction to Computers," "English Composition," "General Biology with Laboratory," "Introduction to Computers," and "Algebra and Trigonometry."

Students who completed the program earned approximately one semester of college credit that counted toward their college degree. As an incentive to students to do well in the program and attend college, those who completed the program with a "B" or better grade point average received full financial aid from Shaw University, if they attended Shaw, and were placed in the honors program. Students who did not attend Shaw transferred their credits to other institutions.

Purpose

The College Incentive Program was created primarily to address the critical shortage of qualified minority teachers. Its main purpose was to provide students with an incentive to attend college and to major in teacher edueation, thus increasing the pool of minority college matriculants from which teacher educators would come.

Promoting teacher education among minority students has proven to be a challenge. The program has had to place increasing emphasis, through guest speakers from the public schools and discussions in classes, on informing students about the negative impact of the minority

teacher shortage on the population and the rewards of being a teacher, in order to enhance students' interest in teacher education.

One of the administrative pitfalls in recruiting and enrolling minority students in a Saturday and summer program such as the College Incentive Program is not taking into consideration the negative economic impact of the program's schedule on the participants. Most of the students work on Saturdays and during the summer, and it is economically difficult for them to forego this income. During the first year of its existence, the program had to find a means of dealing with this challenge, for it could not use grant funds to provide a stipend. The administrative decision was made, with FIPSE's support, to revise the institution's in-kind contribution. The institution switched funds that it had been using to support program activities that could have been legitimately supported by grant funds to provide program participants with stipends. This administrative decision proved immensely helpful to the program's recruitment efforts, and enhanced students' attendance record.

Background and Origins

Shaw University is a coeducational, historically Black, private institution that was founded in 1865 by Henry Martin Tupper to train minority religious leaders. It is a small institution with approximately 2,500 students. It has been a part of downtown Raleigh since its inception and has contributed to the development of the city. The university offers bachelor of arts, bachelor of science, and associate degrees.

Shaw University has dedicated itself to the preparation of educators. Since 1878, the institution has played an important role in the production of educators, with the vast majority

of them being minorities. Today, Shaw University's teacher education graduates are recruited throughout the United States.

Shaw's long tradition of preparing teachers created a climate that facilitated the establishment of the College Incentive Program. Before the establishment of the program, Shaw University did not have a dual enrollment, early admissions policy. To support the program, the university established such a policy. That policy is being maintained at the institution, and minority students in teacher education and other fields are taking advantage of it.

The support of administrators, teachers, and counselors in the Wake and Durham County school systems also helped in the establishment of the program. Written support from superintendents facilitated the recruitment efforts of university personnel. Public school counselors and teachers served initially as an advisory council that helped in identifying potential students and providing advice on strategies to be used to enhance students' interest in teacher education. Some also served as guest speakers. As a result of the program, there is now a closer working relationship between Shaw University and the Durham and Wake County school systems.

Project Description

The primary component of the project was academic. Course offerings were those typically included in the freshman curriculum at Shaw, except that syllabi and instruction were modified to place more emphasis on writing, critical thinking, and use of the computer across the curriculum. In appropriate courses, emphasis was also placed on discussion topics related to teacher education. The planning strategy for the academic program was to introduce students to college-level work, prepare them for handling such work, and enhance their test-taking skills.

The assumption was that intensification of the use of certain skills would make students more proficient in those skills. Hence, instructors were asked to modify instruction and evaluations in the courses to require students to practice writing, critical thinking, and use of the computer on a frequent basis. Further, at the time the program was being planned, the Educational Testing Service was developing a new standardized test that required the use of the computer. Prospective teachers in North Carolina would be required to take this test. The project sought to make students feel at ease in using the computer in various situations such as test taking.

The program's curriculum also sought to build on what had been learned from modifications in the Education Department's curriculum at Shaw. At the time that the program was being planned, the Education Department had recently adopted as its knowledge base theme "Competent and Effective Teachers as Critical-Thinking Problem Solvers." Instructional strategies used to deliver the entire teacher education curriculum placed new emphasis on enhancing students' critical thinking and problem-solving skills. The education majors began to do better on the NTE which required critical thinking in applying knowledge. The assumption was, therefore, that by providing students with more opportunities to practice critical thinking in all courses they would enhance their performance on the standardized test for prospective teachers.

The fall semesters consisted of "Orientation to College" and "Introduction to Computer" courses. The "Orientation to College" course is a one credit-hour course that familiarizes students with the skills needed for success in college, professional, and personal life. Information on teaching as a career was emphasized. Stress was also placed on study and

library skills, job skills, goal setting, and personal and social responsibility. Other skills studied were note-taking, test-taking, and career planning. The course included career and self-awareness sessions that revolved around issues or problems encountered by students. The purpose of these sessions was to facilitate students' academic, social, and personal adjustment. The "Orientation to College" course also challenged students with issues related to African and African-American history, culture, and heritage and helped them enhance their self esteem while developing their listening, problem-solving, and critical-thinking skills.

The computer science course is designed to help students use and understand microcomputer systems. Each student used application software packages, learned a computer language, wrote programs in BASIC, and became familiar with hardware components. After exposure to the material taught in the course, students were able to sit at any microcomputer system with new confidence.

The computer science course also provided the students with the knowledge and experience to understand and use microcomputer systems for home, professional, and small business tasks. The elements of program design, coding, and debugging in BASIC were covered and applied in programming assignments. Applications software packages were used to create useful documents that were saved on diskettes and printed. Class time was used for lectures, discussions, interactions with the computers, and workings in the development of software. Students were encouraged to help each other in the completion of programming assignments. Group work was used throughout the semester so that students could brainstorm on how to design programs.

Reading and writing programs in the computer science course required reasoning, an analytical mind, and critical thinking. To improve these three areas, sample programs and word problems were used to stimulate group discussions. Written homework assignments were used to encourage written expression from the students.

The spring semesters consisted of a three-hour English course. This is a course in writing as self-discovery. It is designed to increase the communication skills of listening, reading, and writing. The course focused on different forms of personal writing such as learning logs, autobiographical stories and sketches, resumes, and letters of application. It included a rapid grammar review, as well as instruction in effective sentence structure and paragraph writing to achieve correctness and coherence in communication. Emphasis was also placed on improving students' ability to understand and follow written and oral instructions and use critical thinking and reasoning to sustain effective arguments. The computer was used as a tool to assist students in writing the assigned papers. Students also practiced taking tests via the computer.

During the summers, the participants enrolled in mathematics and biology courses. The mathematics course is designed to develop the skill and ability to reason logically, and to master basic operations in arithmetic and elementary algebra in the context of data flow-charting and the use of the computer. Class activities focused on stimulating students' curiosity and inspiring critical thinking, making use of computers in doing exercises and taking tests, and reducing math anxiety. Students also had to do assignments that required extended writing.

The biology course is designed to provide the student with a strong foundation in the fundamental principles of biology. Evolution and the unity and diversity of life were stressed

throughout the course. Common and unique evolutionary solutions to the problem of survival were discussed in a format that moved from the molecular basis of life through cell, organism, and population biology.

Lectures in the biology class were kept at a minimum. Accent was on student involvement, enriched with a wide scope of laboratory experiences and writing exercises, and the use of modern equipment to assist in the learning process. Reading, writing, and critical thinking were stressed in this course. Each student was assigned a variety of writing assignments and was given the opportunity to use the computer for simulations and tests. In summary, this course aimed to provide the students with a conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

The primary resources needed to deliver the project were teachers and instructional materials. The co-director of the project taught one of the courses in the program, thus reducing instructional cost. Teachers at the university were paid to teach the other courses in the program. These teachers took back to their own departments the revised syllabi used in the program and are incorporating some of the instructional strategies used in the program in the regular curriculum. Also, some of these teachers have now volunteered to serve on a "Writing across the Curriculum" committee that has recently been appointed at the university.

Evaluation/Project Results

The anticipated short-and long-range outcomes of the program's activities were:

1. a minimum, annual early admission of 15 high school seniors to Shaw University to enroll in the project's academic program;

2. a minimum of 90 percent of the students passing tests that measure critical thinking and writing ability (in addition to content) in communication skills (English), mathematics, and biology, and a minimum of 90 percent of the students demonstrating proficiency in using the computer in computer science and in all three courses named;
3. a minimum completion rate of 90 percent of the students who begin each year's activities;
4. a minimum high school graduation rate of 95 percent of the students enrolled in the program;
5. a minimum college matriculation of 90 percent of the students completing the program;
6. a minimum enrollment in college as teacher education majors of 80 percent of the students completing the program; and
7. a minimum of 30 percent of the students qualifying for the honor roll at Shaw University and for full financial aid at the university.

The project was successful because it achieved the majority of its anticipated short- and long-range outcomes as documented by records maintained by the project and the university's Office of Records and Registration. These records include high school transcripts, recommendations, progress and grade reports, recruitment and attendance records, official transcripts of students' college work, and follow-up questionnaire data.

Recruitment records document that for three years a minimum of 15 high school minority seniors received early admission to Shaw University annually through their participation in the College Incentive Program. The majority of the students demonstrated that even before graduating from high school they were capable of college-level learning. Official transcripts, available in the Registrar's Office at Shaw University, provide evidence of what students learned while they were in the program. The annual, average passing scores for students enrolled in each course offered by the program is given in the table below and suggests what students learned. After the first year, more tutorial assistance was given in courses such as the "Introduction to Computers" course to help to ensure students' success.

COLLEGE INCENTIVE PROGRAM
AVERAGE PASSING SCORES
1990-93

Year	Course	Credit Hours	Average Passing Scores*
1990-91	Orientation to College	1.0	4.0
	Introduction to Computers	3.0	1.8
	English Composition	3.0	3.0
	General Mathematics	3.0	2.4
	Introduction Biology & Lab	4.0	2.0
1991-92	Orientation to College	1.0	3.8
	Introduction to Computers	3.0	3.2
	English Composition	3.0	3.1
	Algebra and Trigonometry	3.0	3.1
	Introduction Biology & Lab	4.0	2.9
1992-93	Orientation to College	1.0	3.9
	Introduction to Computers	3.0	2.8
	English Composition	3.0	3.3
	Algebra and Trigonometry	3.0	3.1
	Introduction Biology & Lab	4.0	2.7

* Note: 4.0 = A
3.0 = B
2.0 = C
1.0 = D

As shown in the table below, the majority of the goals were met by the program. The program experienced a lower retention rate during the first year because some students had to

drop out to work. After a stipend was added as an incentive, more students completed the program. As anticipated, all students graduated from high school. Further, the majority of the students entered college on an accelerated track. All students who did not attend Shaw University were able to transfer their college credits for courses in which they received a "B" or better grade.

When students entered the program, data were collected on their application form regarding the major they intended to pursue in college. Follow-up questionnaires collected information on what they had declared as a major in college. On average, over 80 percent of the students have matriculated in college as teacher education majors.

Plans for continuation of project activities include data collection on students' progress and majors for the next four years. Shaw University is also committed to continuing the dual enrollment, early admissions policy that it instituted as a result of the project to make sure that talented, minority high school students are able to maximize their potential. As for plans for dissemination, the final, annual newsletter on project activities, participation, and results will be published and issued to schools and colleges in Wake County and surrounding areas.

COLLEGE INCENTIVE PROGRAM DATA
1990-93

Year	Number Admitted	Number Students	High School Graduation Rate	College Enrollment	% Majoring in Teacher Education	% $\geq$3.0 GPA
1990-91	20	15	100%	93%	78%	50%
1991-92	21	18	100%	89%	85%	56%
1992-93	19	17	100%	94%	82%	53%

Conclusion

Shaw University created the College Incentive Program to address the critical shortage of qualified minority teachers. The project resulted in adding to the pool of above-average, minority high school graduates who are majoring in teacher education. With the assistance of FIPSE, the university expanded the pool from which competent, minority teacher educators will come. Since the majority of the students in the College Incentive Program matriculated in college, the project was also able to increase the number of minority college students.

An early admissions, dual enrollment program is an innovative approach to exposing students to college while still in high school. Such programs need continued funding and support.

APPENDIX

WHAT THE COLLEGE INCENTIVE PROGRAM DID FOR ME

I met Ms. Bunch during my senior year of high school. She game me an offer I could not refuse. Her offer did, however, consist of my giving up every Saturday morning of my senior year to get up and take on more school work. I actually went to school 6 days a week. But it was for a good cause. Oh, and one must not forget that I also gave up the summer before my freshmen year in college to finish the program. I was a year-round student. But now I enjoy the rewards. I have no doubts when saying "it was all worth it." I can say it because I currently have a 3.9 GPA at Norfolk State University and I thank College Incentive for it. The program taught me my most valuable lesson - how to manage my time. Having all the brains in the world will not help you one bit, if you have no clue as to how to go about spending your time.

College Incentive also put me two steps ahead of the other freshmen in my class. I was one semester ahead of them thanks to my transferable college credits, and I was also ahead of them because I know what to expect. College Incentive gave me a very good taste of college work - the reading of 3 and 4 chapters a night - essay tests, and let's not forget the quizzes with 2 questions that could make or break you.

I give College Incentive a sincere thank you for making me the master student that I am today.

Thank you,

Vanessa D. Saulter

"FAREWELL SPEECH"

Good afternoon, my name is Tiffanie Hardie. I have been afforded an opportunity that most high school seniors did not have. Because of the College Incentive Program, I was able to attend college while still in high school.

This program has helped me in more ways than one. I have adapted to college life by taking college courses. These courses were Orientation to College, Computer Science, English, Biology, and Pre-Calculus. My favorite course was Biology under Mrs. Lillie Jones.

Secondly, I learned how college grades were computed. I found that college grades are computed differently than high school.

I have received 14 credits toward my freshman year. I am looking forward to attending Shaw University this fall as a full- time second semester freshman. Thanks to the College Incentive Program and my associate, Ms. Carol Bunch!

Thank You!

MY EXPERIENCE IN THE COLLEGE INCENTIVE PROGRAM

Good afternoon ladies and gentlemen. I should like to introduce myself. I am Greg Harrington, a former participant of the FIPSE program of the 1991-1992 year, as Ms. Bunch said. When I first entered the program, I wondered if my summer vacation would be worth the extra school work and waking up early many mornings. At first it was not, but gradually it worked into my system. Life is about one chance at everything and capitalizing on one's advantage. After I had finished the FIPSE program, I had made arrangement to go to another college, but a situation arouse that made it impossible for me to attend there. If it was not for the FIPSE program, I would have been another intelligent, black man lost in the system. Now I have taken advantage of my options, and I strongly suggest that you take advantage of yours.